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ABSTRACT

In California, major proposals involving radical changes for workforce development and preparation have been developed and could have considerable impact on the authority, accountability, and fiscal management of the vocational education programs and services offered by the state's community colleges. These initiatives include the development of a statewide plan for engaging the private sector in workforce preparation, the creation of a system of one-stop career centers, and the establishment of a school-to-career system. These proposed programs would have the following implications for community colleges: (1) the diminished authority and responsibility of locally elected boards; (2) a lack of emphasis on the primary importance of faculty expertise; (3) a lack of authority of local college boards to respond to the concerns of the public and students; (4) the proposals assign functions to other agencies that are clearly within the statutory mission of the community colleges; and (5) the proposed creation of new career development centers and a reporting system could affect funding for the existing systems in place at the community colleges. In addition, the initiatives include different performance-based accountability methods from those already implemented in the community colleges related to retention, persistence, completion, placement and transfer, competence, and standards. To respond to the proposals, colleges should establish immediate response and press release writing teams, build regional consortiums, and organize community groups and existing advisory boards to respond. (TGI)

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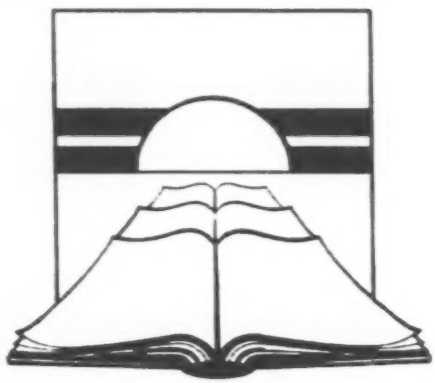

Academic Senate
for
California Community Colleges

Adopted November 1995

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WORKFORCE DEVELOPMENT AND PREPARATION INITIATIVES: IMPLICATIONS FOR THE CALIFORNIA COMMUNITY COLLEGES

Workforce Development and Preparation Initiative Ad Hoc Committee

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Major initiatives proposing radical change for workforce development and preparation in California are underway. All of the initiatives have a major impact on California Community Colleges and the citizens of the state. This impact includes possible changes in the authority, responsibility, accountability, and fiscal management of the various vocational education programs, courses, and services offered in the community colleges. The California Community Colleges are the predominant deliverers of workforce development and preparation, but have been denied proportionate participation in planning for implementation of the overall state system and for specific initiatives such as School-to-Work and One Stop Career Center.

The purpose of this paper is to identify the major proposals/initiatives and the issues they raise, discuss areas where the California Community Colleges are currently addressing those issues, and suggest the implications and strategies for the California Community Colleges in relationship to the new directions those initiatives are setting.

Workforce Development and Preparation Initiatives: Implications for the California Community Colleges

Executive Committee of the
Academic Senate for California Community Colleges
October 17, 1995

Introduction

Major initiatives proposing radical change for workforce development and preparation in California are underway. All of the initiatives have a major impact on California Community Colleges and the citizens of the state. This impact includes possible changes in the authority, responsibility, accountability, and fiscal management of the various vocational education programs, courses, and services offered in the community colleges. The California Community Colleges are the predominant deliverers of workforce development and preparation, but have been relegated to cursory participation in planning for implementation of the overall state system and for specific initiatives such as School-to-Work and One Stop Career Center.

The purpose of this paper is to identify the major proposals/initiatives and the issues they raise, discuss areas where the California Community Colleges are currently addressing those issues, and suggest the implications and strategies for the California Community Colleges in relationship to the new directions those initiatives are setting.

There is a continuing need for a well-educated, highly skilled workforce to sustain California's highly technological, information-based, evolving economy. The diverse characteristics of California, including but not limited to ethnic diversity; urban/rural geographic diversity, and agricultural/industrial based economies necessitate strategic planning and implementation of workforce development. Simplistic, formula-driven approaches will not serve California well in light of the diverse characteristics of the state and its citizens.

Similar planning processes have been used by California to respond to the various workforce preparation initiatives. The School-to-Work (School-to-Career) plan was not approved for federal funding. The One Stop Career Center planning process has replicated many of the mistakes that contributed to the downfall of the School-to-Work plan. Consistent public, federal, and agency messages have included suggestions that such plans are not educationally sound and do not build upon the existing infrastructure. Consequently, as with the School-to-Work plan, the "buy-in" that is needed to ensure the successful implementation of the initiatives is not certain. A more serious consideration of this point could lead to alternative approaches to facilitate more collaboration and genuine partnerships that exceed rhetorical assertions and result in outcomes demonstrating tangible evidence of such a partnership.

Planning Initiatives

Major planning initiatives under way in California include[1]:

1. *Statewide Assessment of Existing Federal and State Employment Training Programs*: SB 1417, authored by Senator Johnston, charged the State Job Training Coordinating Council (SJTCC) to assess existing employment and education programs and make recommendations to:
   a. link workforce preparation to economic development,
   b. develop a new governance structure for workforce preparation,
   c. improve state and local coordination and planning in this area, and
   d. create a performance-based accountability system, including incentives and sanctions.

2. *Workforce Preparation System Transition Plan*: The Governor charged the SJTCC to develop an interim strategic plan in response to SB 1417. The strategic plan includes the development of a statewide governance structure, a performance based accountability system, and recommendations for engaging the private sector in workforce preparation.

3. *One-Stop Career Center System Initiative*: The Governor charged the SJTCC to develop this implementation grant. The goal of the grant is to integrate workforce preparation services through the establishment of workforce development areas and local governance structures and implement a performance based accountability system.

4. *Report Card: SB 645*, authored by Senator Johnston (signed by the Governor October 1995) requires the SJTCC to establish a subcommittee to develop and implement an education and training report card which will report the accomplishments of Californians' workforce preparation system.

5. *School-to-Career System Initiative*: The Governor charged the Employment Development Department to take the lead in the development of state plan and implementation grant for School-to-Career.

Planning Processes

The approach taken in planning for workforce training initiatives is one which has focused on job training and service delivery, hence the primary leadership role given to the Employment Development Department. Although perhaps not intended, these plans go beyond service delivery

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[1]California Community Colleges Division of Vocational Education/Economic Development, Workforce Preparation Plans: Will They Reduce the Authority of Community College Trustees, CEOs and Academic Senates (September 1995)

and create an effect equivalent to educational reform, indeed, an entire upheaval of public policy on the mission of education. This failure to acknowledge workforce preparation proposals as an educational reform and public policy issue has caused planners to adopt a narrow focus which ignores the larger fallout of their efforts. One such implication of the service-over-education approach is that the choice of leadership has affected how the reform group is constituted. For School-to-Work the interagency partnership was dominated by non-educators. This imbalance has become extreme with the assignment of workforce planning to the State Job Training Coordinating Council (SJTCC). Rather than taking a partnership approach, the SJTCC was expanded and two (of thirty) seats given to education. This approach created a leadership group constituted to neglect the major implication of workforce training: educational reform. SJTCC had its own internal group dynamics which reflected--and continue to reflect--its business-world orientation. The group had little if any exposure to the vast array of educational programs and services now in effect and on the drawing board. SJTCC had oversight of a small federal program, Job Training Partnership Act (JTPA), which was not well integrated into the educational system. It now finds itself with responsibility for the entire state workforce education system.

The planning process and, in fact, the internal structure of SJTCC, has not been one which recognizes the way educational decision-making functions. Moreover, the Council has not respected the statutory role of Community Colleges, a system which has achieved world renown for its programs and dedication to student access and success. Examples of this disrespect abound. Community colleges have been relegated to one designated representative, although it is clear that the depth and breadth of expertise needed to adequately represent a 1.4 million-student system requires the participation of many trained professionals. Meetings of SJTCC and its committees consistently overlap with those of the One Stop Career Center task force and its work groups. Response time for the One Stop Career Center vision statement was only thirteen days from first release to the last public hearing. Such truncated time lines show not only a disrespect for the significance of the reforms to the educational community but also to the public whose response is being denied. It is apparent in committee meetings that Council members expect the leaders of the education segments to just make top-down decisions to be implemented by their systems. Such methods leave at best only a hollow facade to the claims of cooperation and collaboration.

What will be the result of this planning process? The plans will be in jeopardy of rejection. They will again be found to be out of touch with local imperatives and, indeed, not even include a mechanism to address local needs. The plans will have little buy-in from those charged with making it work, it will have incorporated little field experience, and it will perpetuate a confused and contradictory statutory picture which will convince federal reviewers that workforce preparation does not have the support of the Legislature. All of this brings into question the real extent of dedication on the part of California's leadership to the tenets of workforce preparation reform.

Effects of Current Plans

SB1417 requires the State Job Training Coordinating Council to develop recommendations for the integration of various programs that make up the state's workforce preparation system. The SJTCC will be receiving recommendations from its subcommittees and task forces, such as One Stop Career

Center, which implies that California is considering major shifts in the governance of its workforce preparation programs. Some of the major shifts under consideration include:

1) Redefining geographic boundaries for segments of community college programs and services (e.g., economic development, vocational education and training and portions of career assessment, counseling and placement services) into workforce development areas.

2) Workforce preparation programs which are currently under the statutory authority of elected trustees would be transferred to an appointed workforce development board. These proposed workforce development boards would have the authority to:
   a) allocate funds,
   b) approve programs and services,
   c) determine performance-based accountability, including outcome measures and performance standards,
   d) establish program eligibility,
   e) produce policy options for an integrated employment and training system, including issues such as coordinating planing, program eligibility criteria, service delivery and advisory bodies, and
   f) develop strategies to link workforce preparation to economic development.

Consequently, the recommendations of the SJTCC and ultimately the decisions of the Governor and the Legislature will have a significant impact on the governance and delivery of workforce education and training.

Implications for Community Colleges

The California Community Colleges, comprising the largest workforce preparation system in the state, have so far been minority players in the political arm-wrestling over reform measures. Thus far, only a few isolated voices have sounded the rallying call for our system. It is past time for those of us in community colleges to see the implications of these reforms for our students and our institutions. If the movement described above to isolate workforce preparation from the state educational system is successful, the potential loss in funds could be as much as $1000 for every vocational student--as much as $30,000 for every vocational classroom. The impact of such a change is broad, deep, and potentially costly to the state's workforce-in-training (students) and to the businesses which depend on that workforce.

Authority and Responsibility

Currently, California's education system is constitutionally established and subject to the statutory authority of the Legislature and the Governor. On the state level, education is overseen by independent boards whose members are predominately appointed by the Governor, including the State Board of Education, Community College Board of Governors, California State University Board of Trustees, and the Regents of the University of California. Public schools and community

colleges are governed by locally elected boards. The executive branch influences the education system through the Governor's role in approving legislation and through administration of regulations dealing with such non-educational functions such as health and safety.

Many of the workforce development initiatives propose to radically alter this balanced governance structure by placing direct regulatory authority in the hands of an agency of the executive branch, in particular, the State Job Training Coordinating Council. Such radical change creates the possibility of a regulatory boondoggle with institutions required to adhere to conflicting rules generated by two different agencies both with statutory authority to impose such rules. Further, moving significant regulatory authority for education under the executive branch heightens constitutional conflicts which have already reached the stage that a constitutional revision commission has been convened.

Ultimately, intrusion of the state's executive branch into education will remove the authority and responsibility of locally elected boards in the area of workforce preparation. This will have the result of lessening the responsiveness of education to the local electorate.

Faculty Expertise

The California Community Colleges maintain a highly qualified faculty with expertise in their disciplines and subject matter, credentialed with degrees and certificates that validate that mastery in their fields of study. The establishment of standards, competencies, and certification requirements is a statutory responsibility of the faculty of the system through their academic senates. The emerging proposals are void of the recognition of the primacy of faculty over curriculum and academic matters. This places the curriculum, standards, and certification responsibility outside the scope of the primary responsibility of the faculty and jeopardizes the integrity of the workforce preparation and development programs, courses, and services the citizens and businesses have come to rely upon for the good of the state.

The Public/Student

The responsibility and accountability of locally elected boards to ensure that educational programs of the college meet needs articulated by the community of citizens and businesses of the community is diminished in the emerging proposals. The public will no longer have the ability to articulate their concerns to the local college board and rely upon the college to respond, nor will they be able to articulate their perceptions about that responsiveness through the voting process. Conversely, a Governor-appointed board, who will serve at the pleasure of the Governor, not the community constituents, will have the authority over the workforce preparation and development programs. The delivery of the programs may or may not remain under the auspices of the community colleges.

The emerging proposals also have not emphasized student choice for service delivery. If dollars are brokered and students are told where or how they can receive workforce preparation, their ability to make the choices as to which entity best meets their needs is jeopardized.

Statutory Mission of Community Colleges

The California Community Colleges have, as a primary mission, the provision of vocational instruction as specified in Education Code Section 66010.4(a)(1) which reads as follows:

> The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school.

If there is any doubt that this mission includes technical and occupational courses (workforce preparation), that notion should be dispelled by Education Code Section 66701(b) which reads in part:

> Authorized instruction in the community colleges shall include standard collegiate courses for transfer to other institutions, vocational and technical courses leading to or upgrading general or liberal arts courses, adult noncredit courses, and community services programs and courses. However, priorities in the instructional programs shall be as follows:
>
> (1) The primary mission of the community colleges is the provision of rigorous, high quality degree and certificate curricula in lower division arts and sciences and in vocational and occupational fields.

In carrying out that mission, the role of the Board of Governors is detailed in Education Code Section 70901, which reads in part:

> (a) The Board of Governors of the California Community Colleges shall provide leadership and direction in the continuing development of the California Community Colleges as an integral and effective element in the structure of public higher education in the state. The work of the board of governors shall at all times be directed to maintaining and continuing to the maximum degree permissible, local authority and control in the administration of California Community Colleges.
>
> (b) Subject to, and in furtherance of, subdivision (a), and in consultation with community college districts and other interested parties as specified in subdivision (e), the board of governors shall provide general supervision over community college districts, and shall, in furtherance thereof, perform the following functions:
>
> (1) Establish minimum standards as required by law, including, but not limited to, the following:
>
> (a) Minimum standards to govern student academic standards relating to graduation requirements and probation, dismissal and re-admission policies.

Current planning and development of workforce preparation in California does not respect the master plan for higher education which has served the citizens well for 35 years. The state has invested billions of dollars into the educational systems. Consequently, the system now contains 106 community colleges which are geographically situated to serve the entire state. It is the community colleges which have the knowledge, staff, facilities, infrastructure, and years of experience to be the leaders in this reform movement. Indeed, most of the reforms specified in the major federal initiatives are already underway within the California Community College system.

Of the 1.4 million students in the community colleges, 900,000 are currently in vocational education programs and services. This compares overwhelmingly to the Californians served by other workforce preparation efforts such as 170,000 in JTPA. This is appropriate considering vocational

education today demands skills, knowledge and abilities traditionally consistent with constructs which are available in higher education including critical thinking, analytical problem solving, and evolutionary inductive logic processes. As well, the community colleges have the flexibility and responsibility of curriculum to meet needs articulated by the state and local citizenry. The faculty are credentialed with expert mastery of their disciplines, subject matter, and the instructional delivery systems.

Career Development and Placement Centers

Among the programs and services offered at the community colleges are the services offered at the Career Development and Placement Centers. These centers serve a broad range of constituents including students, employers, Private Industry Councils, and Employment Training Panel. Experienced career counseling faculty members and technicians provide extensive local, state, and national labor market information, career assessment and exploration tools and materials, job development and placement services, and access to other campus and community resources and services.

"Career counseling addresses the needs of the whole person, encompassing academic, personal, and career issues beginning with self-awareness, moving to career exploration, goal setting with a timeline, and implementation of a career plan."[2] Proposals which build upon existing investment would work with colleges to continue to teach career planing as a continuous process of identifying and re-appraising one's options in light of changing job markets and personal needs as one progresses through life and career transitions.

Reporting Requirements: Management Information System (MIS)

A recurrent theme of the major workforce preparation initiatives is a comprehensive reporting system. Many of the discussions of state plans call for creating and implementing such a system. In response to state legislation, the community colleges already have such a system which is currently awaiting sufficient funds to implement its third and final phase. Already invested by the state are millions of dollars and countless hours of staff time in putting this reporting mechanism in place. If current plans continue to create criteria for workforce reporting, it may well be that this existing system will need to be scrapped.

More reasonably, the workforce preparation reporting criteria should reflect both current reporting capabilities and the need to enhance those capabilities to support effective reporting of workforce preparation data. Indeed, the Employment Development Department (EDD) has a database which will definitely prove advantageous in producing student outcome data and an effort is underway to mesh the EDD and MIS mechanisms to produce even more refined data. It is these efforts at

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[2]California Community Colleges Division of Student Services, Career Development and Placement Services that Directly Support Student Success and Workforce Preparation, (October 1995-Draft), p. 6.

expanding and unifying current reporting capabilities which should occupy planners and replace their tendency to disregard existing investments by starting from scratch.

Performance Accountability Outcome Indicators for Educational Programs

Another feature of the major initiatives is performance-based accountability. Again, planners seem to focus on a start-from-scratch approach rather than building on the progress being made in implementing legislative mandates in this area already underway in the community colleges. The discussion below summarizes some of the issues and measures being explored in this process.

An educational program begins when a student enters the college door, usually with nothing more than expectations. The program ends when the student walks out that door with the skills and abilities to achieve a now-well-defined goal, whether that goal is direct entry into a career, further career training, or a university education. The effectiveness of that program covers two distinct venues, that within the college itself and that entered after completion of the program. Each have their own set of stepping stones by which progress can be ascertained.

Many of the courses, programs, and services include an array of traditional semester and quarter offerings and an array of nontraditionally designed offerings ranging from a few hours to several weeks, offered at the worksite and/or on the campus. Within the college program, students are expected, to a reasonable degree, to:

- successfully complete the classes in which they enroll (*retention*),
- continue to be enrolled in the program term-to-term (*persistence*), and
- acquire a degree, certificate, or transfer eligibility (*completion*).

After leaving the college environment, students are expected, again to a reasonable degree, to:

- actually become employed or transfer for further training or education (*placement/transfer*), and
- demonstrate skills and abilities, and the application of knowledge needed on the job or in further training or education (*competence*).

Educational institutions should be accountable for the success of their students both within the college and afterwards. To the extent that reliable measures can be developed to evaluate the above success criteria, colleges can begin to identify areas in need of improvement and develop strategies to address those needs.

Retention

Successful completion of a course means achieving a grade of C or better, or, for those nongraded courses, CR or "credit." Retention rate can be computed as the percentage of those enrolled in the class who passed with an A, B, C, or CR. An important factor in retention is the proper assessment and placement of students in courses. Many students drop out because of inadequate preparation or misinformation as to the objectives of the course or how it fits into the pattern of preparation for their program. Also, real life situations (family and job concerns, for example) contribute greatly

to non-completion. Proposals which would build upon the state's existing investment would utilize the college resources for the maintenance or improvement of retention, including looking closely at prerequisite skills, program advising, career counseling, and support services.

Persistence

Term-to-term persistence can be computed as the percentage of those completing at least one course in a given term who re-enroll the next term. Staying in school is essential to program completion. Proposals which build upon the state's investment would utilize the colleges and facilitate their efforts to look at the coherence of program curriculum and course offerings, methods to address the needs of at-risk students, and other support mechanisms (financial aid, study skills, etc.).

Completion

Program completion means receiving a degree or certificate or meeting the requirements for transfer. The time students take to complete a program varies greatly. As a result, two common measures are used:

- determining, of those who declare completion of the program as a goal, the percentage of completers after two years and after four years (*completion rate*), and
- determining, of those who declare completion of the program as a goal, the time needed for completion by 50% (and often by 90%) of those who will eventually finish the program (*time-to-degree*).

Many reasons exist for lack of program completion. A considerable number of students move to other colleges, some find jobs or acquire the skills they desire without completing the program, and many change goals midstream and are thus counted as non-completers in their original program. Proposals which build upon the state's investment would facilitate the colleges in exploring follow-up studies with a sampling of non-completers to ascertain the extent to which these factors lower the computed completion rate or extend the time-to-degree figures.

Placement/Transfer

Placement rate is the percentage of those who find employment in a field reasonably related to their program and who do so in a reasonable period of time, usually within one year of program completion. Achieving accurate data on placement rates would require a follow-up with each program completer and an assessment as to whether or not the employment is "reasonably related" to their training. All of this must be done soon after program completion. Proposals which build upon the state's initial investment would facilitate the exploration by colleges of other methods for assessment. Currently, the Employment Development Department maintains a data base which allows a cohort of program completers, identified by social security number, to be followed longitudinally by their median annual income. The implication is that effective programs will result in students acquiring jobs which have higher salaries. Using the EDD job classification system, it may even be possible to determine the percentage of completers who earn that income in fields reasonably related to their training. However, it should be noted that, in our mobile and flexible

society, it would not be unusual for students to find work out-of-state or in careers related to their training in unexpected ways.

Transfer rate is equally difficult to define and measure. Most students transfer to a university without completing a degree program, indeed, many do so without completing all the coursework identified in a transfer articulation agreement. Some definitions of transfer rate which have been proposed include:

- determining, of those who declare transfer as a goal and take at least twelve units toward that goal, the percentage who actually transfer after two years and after four years (*transfer rate*),
- determining, of those who declare transfer as a goal, the percentage who complete 60 units toward that goal within two and four years (*transfer readiness*), and
- determining, of those who complete degrees at UC and CSU, the percentage who use community college units toward the completion of that degree (*participation rate*).

Many factors are not addressed by any such statistical measure. An overriding concern is that many students, particularly from groups traditionally underrepresented in higher education, do not consider transfer as an option. Not surprisingly, any measure of transfer rate shows such students transferring at unacceptably low rates. Additionally, students change goals frequently and colleges are not well equipped to record such goal changes and have them reflected in the statistics. Articulation barriers further confuse and frustrate both students and faculty who strive to increase transfer.

Competence

Once students are on the job or at the university, the effectiveness of the program can be assessed by how well they perform. Many careers require that the student pass a certifying examination. Pass rates on such exams are one readily available measure of program effectiveness. UC and CSU provide feedback to community colleges on the grade point averages (GPAs), persistence rates, and completion rates of transfer students. Other techniques which have been used include satisfaction surveys of both students and employers. Response rates to such surveys are typically quite low. Proposals which build upon the state's initial investment might include facilitating the community colleges in advancing their assessment strategies on employer and student satisfaction.

Standards

Individual community colleges, and the system as a whole, are continuously developing accountability mechanisms. The 1988 community college reform legislation, passed as AB 1725, encoded as Education Code 71020.5, required the development of a community college accountability system[3]. The AB 1725 Accountability Task Force was formed and given the statutory

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[3]California Community Colleges, Accountability: An Investment of Quality Final Report of the Accountability Task Force (August 1992) p2

charge. The state provided dollars for grants which "...permitted the development of locally oriented accountability reports. The local projects provided a framework to integrate planning, research, administration and instruction." A technical assistance guide, "Improving It: Accountability by Design," was developed as a reference for colleges which were designing systems for improved instructional productivity and effectiveness[4].

As reliable, comparable data accumulates, it may be possible to address the issue of standards for these measures. What are "acceptable" rates for retention, persistence, completion, placement, transfer, and competence? It may be that a universal benchmark for such highly variable outcomes is not a reasonable expectation. Most institutions believe that, at least for the current state of affairs, such data are useful only in following trends over a period of years. External agencies seeking to establish such standards may well be advised to look more closely at the reliability of current data before making such standards a point of convergence on which institutional evaluation and eligibility for finding is based.

Examples of California Community Colleges Meeting Workforce Development and Preparation Needs

The existing mechanisms by which the California Community Colleges deal with workforce preparation are not hollow constructs or paper designs. These programs exist now and have been of major benefit to the state's business and citizens. A few examples will illustrate this point.

Hazardous Material Technology

The confluence of environmental issues and the economic impact of dealing with hazardous materials in the workplace necessitated the development of a workforce segment with special knowledge. The educational structure in the state had no established program for the acquisition of knowledge. The California Community Colleges, in cooperation with state regulatory agencies, business and industry councils, and the University of California, developed a curriculum, the standards, and the certificate to provide a qualified workforce in this area. The economic development structure of the community colleges provided the resources, personnel, physical facilities for instruction, and on-site training. This transplantable curriculum and delivery system enabled the educational segment to meet the workforce needs of the state in hazardous material technology in a very short period of time.

Another direct contribution this project made to the state's citizenry is the provision of retraining opportunities for many Californians formerly in the defense industry. Consistent with the intent and content of one of the workforce preparation initiatives, the California Community Colleges acted to "*promote integration of workforce preparation programs at the state level to further cooperation between government and private sectors in meeting California's needs for well trained workers and California's workers' needs for good jobs.*"

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[4]California Community Colleges, Improving It: Accountability by Design

Citizenship Education

California has had an influx of immigrants who have been faced with the almost insurmountable task of integrating into the fabric of society and the workplace. Recognizing the benefit to the state in having the immigrant population participate in the workforce, California turned to the community colleges to provide immigrant education. The California Community Colleges in a short period of time developed curriculum, certificates, an outreach mechanism, and a delivery system to equip this segment of the population with citizenship.

One of goals is to provide an educated workforce so that employees will advance the economy of state and students will be assisted in achieving their maximum educational potential and attain high-skill high-wage careers. Now more than ever, California needs an educated citizenry, one which has access to the skills, knowledge, and abilities to effectively participate in the workforce and the democracy effected by an educated, enfranchised citizenry. To that end, the workforce development and preparation system should be constructed in the context of a complex, diverse, pluralistic society.

Computer Aided Drafting/Computer Aided Machinery

Our current information age compels one to look at society on a global rather than local basis. There is a "technological gap" developing between those assisted by technology and those who view it as a barrier and gate keeper. The California Community Colleges are positioned uniquely to close that technology gap. As an example, industries that formerly relied on drafting evolved with the emergence of technology and needed a workforce trained in Computer Aided Drafting/Computer Aided Machinery (CAD/CAM). Employees not equipped with the technological skill now required would be rendered unemployable if such retraining was not made available.

The California Community Colleges not only prepared certificate programs, curriculum and delivery systems to meet this need, but actually helped shape the evolution of the technology as business and industry used the community colleges as a learning lab to determine the applications of what had formerly developed as a theoretical construct.

The demand from business, industry, and the citizens of the state require skills and abilities outside the specific knowledge of the technical subject matter. Today's workforce requires cooperative teamwork, communication skills, and transferable skills. New management and quality philosophy includes involving the worker in substantive input in the process to keep it evolving and efficient.

Strategies for Community Colleges

The planning processes and proposals emerging are changing public policy in a significant way, without the benefit of public discussion. Consequently, the proposals reflect and impose a political ideology upon the public. There is an inherent absence of accountability to the public if such a significant aspect of education is removed from direct public scrutiny and placed under the governance of the executive branch of the state. The educational community should mobilize efforts

to create public discussion on the role of education in workforce development for California. The following strategies are recommended:

1. *Establishment of an immediate response team.*
   An identified group of faculty, trustees, community support people, and staff would be constituted as an immediate response team, communicating regularly using methods such as the Internet.
   a. Review, comment and provide an immediate response on recommendations made by various workforce development taskforces.
   b. Analyze the impact of proposed federal and state workforce development legislation; develop amendment language if needed; develop legislative response letters by district; and prepare and present testimony at public hearings and before legislative committees.
   c. Develop a hotline for a speakers bureau. Individuals should be trained to provide presentations to a variety of target audiences. Seek faculty and administrators who are willing to guest spot on radio talk shows and cable to invite the public to engage in community dialog.
   d. Prepare and present speeches to national, state, and local events. This can be done as a member of a panel or as an individual presenter.

2. *Establishment of a Writing Team.*
   This team of Public Information Officers, faculty, and administrators would anticipate opportunities and respond appropriately.
   a. Submit editorials to local newspapers and publications throughout the state.
   b. Provide press releases on a regular and strategic schedule. These releases would keep the public informed of the evolving planning processes and the implications for the public and the community college system.
   c. Organize teams of interested parties to monitor the taskforce meetings. This would create a presence of education in an effort to expand the public dialog. This also perpetuates current information as the monitors report back to the system and the public through the publication and presentation efforts.
   d. Develop draft position papers, talk pieces, questions and answers, and abstracts to facilitate the dissemination of information.
   e. Develop a comprehensive strategy to manage the media in order to facilitate greater public discussion and dissemination of information.

3. *Build Regional Consortiums.*
   Title II-A funds could be used to strengthen the existing regions.
   a. Establish effective links with the geographical clusters of the Academic Senate. This link could promote the development of local efforts to engage the community in the discussion.
   b. Hire coordinators or bring in temporary teams of faculty and administrators who are willing to get together on a regional level to prepare materials, go to each campus to work with the faculty senates, vocational education divisions and departments.

4. *Organize the Local Community.*
   A network of people responsible for maintaining contact with the community should be established.
   a. Meet with the Chamber of Commerce, the Black Chamber of Commerce, the Asian Chamber of Commerce, the Hispanic Chamber of Commerce in their districts. Inform them of the emerging proposals, positions on the proposals, and implications for the district.
   b. Contact local business with whom the college has partnerships and ask the businesses to support the ongoing partnership and the role of the community colleges in workforce preparation.

5. *Organize Existing Advisory Groups.*
   Vocational educational programs and services currently have strong relationships with advisory groups, commonly consisting of industry representatives. These groups should be organized to address workforce preparation concerns.
   a. Testify and show support for the community college role in workforce development, the faculty primacy of the curriculum, and the ongoing partnerships between the advisory bodies and the colleges.

6. *Organize Community Groups.*
   Community groups which address specific needs to the community should be engaged in the public discussion to determine the impact of the emerging processes on their issues and needs.

7. Develop a strategic education team for the purpose of pursuing workforce development and preparation legislation.